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What is Reduce, Reuse, or Recycle?

Adapted from http://www.nyc.gov/html/nycwasteless/downloads/pdf/RRR-Guide/4-RRR-chapter3.pdf

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| ***In our school, we are working on educating the entire school community about litter and waste reduction. The students learn about what it means to reduce, reuse and recycle. They learn about the three waste streams and also what composting is. Our school recently became a pilot school for organics collection. The students are learning about how recycling can reduce the amount of trash going to the landfill. This lesson will focus on ways to reduce, reuse and recycle. The students will complete a hands on art project and writing project to instruct people about three ways to reduce, reuse and recycle. It is a review of daily classroom practices. This lesson will reinforce our daily responsibilities of recycling within the school. It will also reinforce the ideas of reducing and reusing materials. The students will already have learned about how we can help care for the Earth by recycling and preventing litter and waste from ending up in our waterways. Duration of lesson: 45 minutes.*** | |
| **Subject:** | Science |
| **Grade:** | Kindergarten |
| **Standards:**  **Danielson Framework:** | Reading:  RI.K.1 With prompting and support, ask and answer questions about key details in a text.  RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).  RI.K.10 Actively engages in group reading activities with purpose and understanding.  Writing:  [CCSS.ELA-Literacy.W.K.2](http://www.corestandards.org/ELA-Literacy/W/K/2/) Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.  CCSS.ELA-Literacy.W.K.7  Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).  CCSS.ELA-Literacy.W.K.8  With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  Speaking and Listening:  SL.K.1 Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.  SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. Next Generation Science Standards:ESS3.C: Human Impacts on Earth Systems •Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things. (K-Ess3-3) [ETS1.B: Developing Possible Solutions](http://www.nap.edu/openbook.php?record_id=13165&page=206)  * Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem’s solutions to other people. (secondary to K-ESS3-3)   Domain 3: Instruction  Danielson 3c- Engaging students in learning |
| **Materials:** | \* Book: Charlie and Lola: We Are Extremely Very Good Recyclers by Lauren Child  \* Disposable Items: Paper plate, paper napkin  \* Reusable Items: Plastic jug, aluminum can  \* Magazines to cut up for collage  \* Paper, to make posters  \* Glue or tape  \* Colored pencils  \* Reduce, Reuse, Recycle an ESL Workbook (Edition B) by: Charles LaRue |
| **Literacy and Technology Connections:** | Read aloud: Charlie and Lola: We Are Extremely Very Good Recyclers by Lauren Child  Song: “Reduce, Reuse, Recycle” by: Jack Johnson(YouTube video) http://youtu.be/d1mFymbRmv4 |
| **Picture Vocabulary Words (where applicable):** | Disposable  Recycle  Reduce  Reuse  Reusable  Paper pail  MGP(Metal, glass, plastic) pail  Trash pail  One resource to assist students (multi language): http://www.pca.state.mn.us/index.php/view-document.html?gid=4357 |
| **Objectives and Goals of the lesson:** | Students will identify reusable and recyclable items from a group of materials provided. They will sort the items into two categories; one for recyclable items and one for reusable items. Students will study ways to reduce, reuse and recycle. They will also brainstorm and create a poster representing at least three items that can be reduced, reused or recycled. |
| **Procedure:** | 1. Start by reading the book: Charlie and Lola: We Are Extremely Very Good Recyclers by Lauren Child.  2. After reading the book, Students will turn and talk with their partners about ways the characters in the book recycled materials. Some guiding questions could be: **What happens to garbage after we throw it away? Why are recycling, reducing and reusing good ideas? Why reduce? Why reuse? Why recycle?**  3. When they have completed discussing recycling based upon the read aloud, the students will explore the materials that are disposable. While they are exploring, they will be reminded that one of the ways to decrease waste, is by reducing the amount of disposable items we buy and use.  4. The children will be asked to identify the reusable items and recyclable items and sort them into corresponding groups.  5. We will compare a cloth napkin and a paper napkin. Students will be asked to identify which one is reusable and which one is recyclable.(compostable)  6. Students will be divided into three groups. Each group will create a poster representing the types of items in their category (reduce, reuse, recycle). They can use images from the magazines as well as drawn images to create the posters.  7. Each group will present their poster to the class. |
| Assessment:  Extension Activity: | Each group will be assessed using the following rubric:  Top of Form   |  |  |  |  |  | | --- | --- | --- | --- | --- | | [Powered by iRubric](http://www.irubric.com/)**Reduce, Reuse, Recycle poster** | | | | | |  | **Poor** **1 points** | **Fair** **2 points** | **Good** **3 points** |  | | **Title** | Poor  The poster is missing title and names of group members | Fair  The poster includes either the title or names of group members. | Good  The poster includes a title and names of group members. |  | | **Pictures** | Poor  The poster has one picture for each of the three Rs, demonstrating ways to reduce, reuse, and recycle. | Fair  The poster has 2 pictures for each of the three Rs, demonstrating ways to reduce, reuse, and recycle. | Good  The poster has at least three pictures for each of the three Rs, demonstrating ways to reduce, reuse, and recycle. |  | | **Explanation** | Poor  None of the pictures includes an appropriate explanation. | Fair  1-2 of the pictures includes an appropriate explanation. | Good  Each of the pictures includes an appropriate explanation. |  | | **Display/presentation** | Poor  There has been little to no attempt to complete the poster. | Fair  The poster is messy, disorganized, and the poster is presented unclearly. | Good  The poster is neat, organized, and the poster is presented clearly. |  |   Bottom of Form    Students will create a brochure to teach examples of ways to reduce, reuse and recycle. These brochures can be used to teach the school community about ways we can reduce our waste within the school and community. |